**Interactive Read Aloud: Follow the Drinking Gourd**

**Name:** Rachel Fischhoff **Date:** February, 2012

**Follow the drinking gourd, Jeanette Winter**

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| **Target Grade: 5**  **Lesson Source/s: (if not original): n/a**  **Lesson Objective: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Standards:**  **Materials & Advanced Preparation: post-ited book, anchor or matrix chart \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Prior Knowledge and Skills Needed: entry into Underground Railroad, time period/regional language \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Multicultural Component: Provides background knowledge on the struggles of escaping slaves, the form and function of the Underground Railroad, and begins to touch on the motivations of abolitionists (Peg Leg Joe, Quakers..)**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Key/New Vocabulary:**  **Gourd: a large fruit with a hard outside, like a squash or a pumpkin (show images of gourds and things made from gourds—bowl, drum, etc)**  **Quaker: Christians who are very devoted to peace**  **Revisit Abolition/abolitionist: to end something, especially slavery/people who struggled to end slavery**  **\_\_\_\_\_It will be helpful to see images of gourds as drinking ladles and images of the Big Dipper \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**Interactive Read Aloud Lesson Procedure**

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| **Teacher Actions** | **Student Learning Activities** | **Form of Assessment** |
| * 1. **Connection** * We’ve been thinking a lot about U.S. history. We’ve begun reading and talking about the slavery in its role in shaping history. Last week we read about Frederick Douglass and his attempts to escape enslavement. Today we are going to learn more about how some enslaved people fled North, and the network of abolitionists who helped them. While reading Words Set Me Free, we started thinking about the kinds of risks FD and those who helped him were willing to take. As we are reading today, I want us to consider what kinds of risks characters take as they fight for freedom or justice, and who is taking these risks. * This book is called Follow the Drinking Gourd, and it is by Jeanette Winter. Some of you may have read this book before (thumb on your knee if you have), but everyone in this room will have some connection to this book that will become clearer as we read on…does anyone have an idea? (the song) | * Active listening   Great! This is a Big Idea that you want to weave through the collection of texts you will be reading  Make this very quick | * How will you know that students clearly understand the purpose of the lesson? |
| * 1. **The Read Aloud** * *Joe had a plan….Just follow the drinking gourd, it said.* * What is Joe’s plan? How do you know? Why is he doing this work? * *A quail called in the trees that night…They looked to the sky and saw the stars.* * Any predictions? What will Molly and James do next? * *But the dogs lost the runaways’ scent at the stream…* * Why did the slave owners send dogs? What does that tell us about slave owners? * *…sometimes empty bellies to sleep on. Sometimes no stars to guide the way.* * I want us to think about this group of characters—Molly, James, Isaiah, Hattie, George—what character traits can we use to describe them? What challenges do they face? What risks are they taking? * *…a boy from a farm found them…he brought bacon and corn bread to share.* * What might this boy be thinking? * *He called it the Underground Railroad.* * Why do we call it the Underground Railroad? Is it Underground? * *Then Peg Leg Joe went back to the river to meet others…* * It seems like Peg Leg Joe is working hard for the Underground Railroad. Why? What’s his motivation? Turn and talk. * *…opened the door to a Quaker farm…* * Annotate: Quakers are Christians who are very committed to peace. Many were abolitionists. | * What will students show that they are talking about?   Interaction with the natural world …. Different time….many slaves didn’t “read” …. But used signs in nature (they might connect to Sees Behind Trees) | * How will you know what students are taking in? |
| 1. **Closing and recording**   Return to matrix chart.   * What were different characters’ (Peg Leg Joe’s and the party of escaped slaves’) conflicts? Internal/external? What were their strengths/challenges? | * Students will organize information from this book using concepts they’ve been learning in Reading Workshop | * The continuation of the chart will communicate the work we did unpacking this book. |
| 1. **Follow up**  * To close today, I want to re-listen to the song The Drinking Gourd. Let’s see how the information in this book informs our listening. | * How are students going to review/practice what they learned during the read aloud? | * How will you assess the application of the strategy or comprehension of the key element you wanted to demonstrate using the text? |

**Reflections:**

How did the lesson plan work? What was effective? What did you learn? What would you change for tomorrow or the next time you will use this plan?

Rachel,

I started to make some comments on your plan. I don’t have a copy of the book in front of me, so I can’t give specifics on segmenting text. However, I want to bring up a few things. First, the idea of the slave song, and the embedded codes, is big. Also, without taking too much time, the kids will have to know that the Underground Railroad is a metaphor. They will encounter this in later lessons/texts to deepen their understanding, but they have to understand that people were not riding on a train.

This book may raise a lot of questions which you won’t be able to answer during the read aloud, but you can encourage the children to jot their questions on a post-it and we can put them on a chart later. Also, we can put this on the timeline!